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Digimap for Schools Geography Resources

These resources are a guide for teachers to demonstrate to the whole class or direct individual students as appropriate. Each activity has several ideas within it that you can tailor to suit your class and pupils. Some resources contain worksheets for direct distribution to pupils.

Learning intention

How can we creatively write about our Daily Mile?

Level

P3-S3

Curriculum for excellence experiences and outcomes:

I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.

****Responsibility of all***

LIT 3-20a

I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate.

****Responsibility of all***

LIT 3-21a

As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.

****Responsibility of all***

LIT 4-22a

I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience.

****Responsibility of all***

LIT 3-24a

I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness.

HWB 2-22a

I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community.

HWB 2-25a





Success Criteria:

All pupils will learn how to create a route map of movement.

Most pupils will learn how to use located stimuli to develop writing.

Some pupils will learn how to link genre writing with their local environment.

Equipment

Camera, Digimap for Schools, tablets, writing materials.

Time allocated

1-2 Literacy sessions






Introduction:

A large number of Primary schools in Scotland take part in the Daily Mile initiative (<http://thedailymile.co.uk/>) and building on Alan Parkinson's previous work on mapping the route of these miles, this lesson looks to build a range of literacy strategies into the physical activity by aligning it with elements of creative writing. This is then extended to stretch pupils to think about genre writing and how their own experiences can be aligned with creative writing to stretch their own abilities. This could be used with any age pupils to think creatively about their surroundings and develop genre writing skills.

Starter:

Display a pre made Daily Mile route on the board with a clear pathway mapped using the draw line tool in the Drawing Tools. . Provide each 3-4 pupil group with a cheat sheet of symbols and through directed questioning, identify what pupils would expect to see on the route and why, by using the symbols and locations along the route.

Activity:

1. Walk the route with the pupils and encourage pupils to take photos of anything they think is interesting. This can be done with phones, tablets or similar. Ensure that all small groups of pupils have at least 4 or 5 photos as these will be used back in the classroom.
2. Once back in the classroom, ensure all photos are uploaded to shared drives (ideally, using a program like Onenote or shared Microsoft spaces will make this easier).
3. The photos are uploaded to the map, using the photo tool in the Drawing Tools.
4. The pupils are then informed they are going to be writing a piece of creative work based around their experiences whilst walking. The piece of creative writing can be in any format they like (or can be guided based on prior learning experiences, for example, by identifying a particular genre.) but must have the images, walk and the street names, locations and sites from the map embedded within it.





Extension:

The genre concept would be a clear notion for extension, encouraging pupils to write outside of their comfort zone. Perhaps a pupil who is proficient in Sci-Fi may work in a comedic manner to enhance their range of skills. Several members of the class could be employed as SPaG monitors to check and help out peers with correct spelling, punctuation et al. They can also identify excellent work for further praise. If the work sits in a scheme of work related to a particular style of writing, the entire task could be based around this or a class wide story created.

Plenary:

Start a class discussion about why the pupils chose to write in the style they did. Group all the horror writers together, the crime writers and so forth. Ask each group to explore why they chose that genre, what was it about the surroundings that led them in that direction? Feedback as a class through directed questioning and collate responses on the board to enhance future planning about the stimuli that caughts the pupils' attention.

Ask 1-3 pupils to read a passage from their stories and for the class to write a book review of how they found it, a blurb to summarise the story or bullet points for how they predict the story will go from there.





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